

Alabama Birth Through Third Grade Alignment of Standards/Guidelines

Section 1: Physical Development and Health

| Alabama Early Learning Guidelines (ELG) (Birth - 2 Years) <i>*ELG supports birth –five/currently in the revision process</i> | The Head Start Child Development And Early Learning Framework | Alabama Developmental Standards For Preschool Children (3 – 5 Years) | Teaching Strategies GOLD® Objectives & Dimensions Pre-K Ongoing Child Assessment/Kindergarten Entry Assessment (KEA) |
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| <i>Child Expectations</i> | | | <i>Child Outcome Measurements</i> |
| Physical Development & Health | | | |
| SC/ED: Children learn about themselves and their feelings 6-12M 9. respond to her/his own image in a mirror 12-18M 5. try to achieve a sense of self-identity SD: Children learn about other people Birth-6M 13. respond to self in mirror 6-12M 7. identify family members, friends, and pets 12-18M 5. begin to achieve a sense of self-identity LLD: Children learn to communicate 12-18M 6. begin to point to and name body parts and learn about self 18-24M 8. enjoy stories about self and family PD: Children learn to move and do 6-12M 10. spend time looking at own hand CD: Children learn to think 12-18M 4. point to three body parts when asked 18-24M 7. develop a sense of ownership 2 Years 1. be able to say what gender she or he is 2. point to smaller body parts when asked | Physical Health Status The maintenance of healthy age appropriate physical well-being. <ul style="list-style-type: none"> • Possesses good overall health, including oral, visual, and auditory health and is free from communicable or preventable diseases. • Participates in prevention and management of chronic health conditions and avoids toxins, such as lead. • Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age. • Gets sufficient rest and exercise to support healthy development. | SE Goal 1: Children will develop confidence and positive self-awareness SE.P.1.2 Demonstrate awareness of attributes of self (abilities, characteristics and preferences). SE.P.1.3 Demonstrate knowledge of self through recognition of body parts. HDL Goal 2: Children will acquire knowledge of healthy nutritional practices HDL.P.2.5 Identify healthy foods from basic food groups (meat, dairy, grains, fruits, vegetables). | 29. Demonstrates knowledge about self |

Alabama Birth Through Third Grade Alignment of Standards/Guidelines

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| <p>SC/ED: Children learn about themselves and their feelings</p> <p>Birth-6M</p> <p>3. express his/her needs and emotions with different cries and vocal sounds</p> <p>9. seek attention of parent or caregiver by using body movements and/or vocal sounds</p> <p>6-12M</p> <p>1. cry when she/he needs help</p> <p>2. begin to hold his/her own bottle</p> <p>3. begin to try to feed herself/himself</p> <p>4. want to hold and try to use her/his drinking cup</p> <p>9. respond to her/his own image in a mirror</p> <p>12-18M</p> <p>2. ask for what she/he wants through sounds and motions</p> <p>3. begin to express that diaper needs changing</p> <p>5. try to achieve a sense of self-identity</p> <p>6. become more independent</p> <p>18-24M</p> <p>1. start to help when washing her/his hands</p> <p>2. be able to eat and drink with only a little spilling</p> <p>3.be able to dress self in simple clothing</p> <p>4.choose toys to play with and help pick up toys</p> <p>5.let you know when she/he needs to use the toilet</p> <p>2 Years</p> <p>1. be able to eat and drink with limited spilling</p> <p>2. choose toys and begin to put them away when asked to do so</p> <p>3. be able to get own water</p> <p>4. have %accidents+when toilet-trained</p> <p>7. want to do for herself/himself</p> <p>SD: Children learn about other people</p> <p>Birth-6M</p> <p>13. respond to self in mirror</p> <p>6-12M</p> <p>7. identify family members, friends, and pets</p> <p>12-18M</p> <p>5. begin to achieve a sense of self-identity</p> <p>LLD: Children learn to communicate</p> <p>12-18M</p> <p>6. begin to point to and name body parts and learn about self</p> <p>18-24M</p> <p>8. enjoy stories about self and family</p> <p>PD: Children learn to move and do</p> <p>6-12M</p> <p>10. spend time looking at own hand</p> <p>CD: Children learn to think</p> <p>12-18M</p> <p>4. point to three body parts when asked</p> <p>18-24M</p> <p>7. develop a sense of ownership</p> <p>2 Years</p> <p>1. be able to say what gender she or he is</p> <p>2. point to smaller body parts when asked</p> | <p>Health Knowledge and Practice</p> <p>The understanding of healthy and safe habits and practicing healthy habits.</p> <ul style="list-style-type: none">• Completes personal care tasks such as dressing, brushing teeth, toileting and washing hands independently from adults.• Communicates and understanding of the importance of health and safety routines and rules.• Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.• Distinguishes food on a continuum from most healthy to less healthy.• Eats a variety of nutritious foods.• Participates in structured and unstructured physical activities.• Recognizes the importance of doctor and dentist visits.• Cooperates during doctor and dentist visits and health and developmental screenings. | <p>SE Goal 1: Children will develop confidence and positive self-awareness</p> <p>SE.P.1.1 Display a healthy self-image.</p> <p>SE.P.1.2 Demonstrate awareness of attributes of self (abilities, characteristics and preferences).</p> <p>SE.P.1.3 Demonstrate knowledge of self through recognition of body parts.</p> <p>SE.P.1.4 Demonstrate growth in capacity for independence.</p> <p>HDL Goal 1: Children will acquire knowledge of healthy personal care routines.</p> <p>HDL.P.1.1 Wash and dry hands without assistance.</p> <p>HDL.P.1.2 Toilet independently.</p> <p>HDL.P.1.3 Brush teeth independently.</p> <p>HDL.P.1.4 Cover mouth and nose when sneezing and coughing.</p> <p>HDL.P.1.5 Manipulate clothing/fasteners.</p> <p>HDL.P.1.6 Put on/take off coat, socks, and shoes.</p> <p>HDL Goal 2: Children will acquire knowledge of healthy nutritional practices.</p> <p>HDL.P.2.2 Open a food/drink container.</p> <p>HDL.P.2.3 Eat with a spoon or fork. HDL.P.2.4 Drink from an open cup.</p> <p>HDL.P.2.5 Identify healthy foods from basic food groups (meat, dairy, grains, fruits, vegetables).</p> <p>HDL.P.3.1 Demonstrate knowledge of personal safety.</p> <p>HDL Goal 3: Children will acquire knowledge of safety practices.</p> <p>HDL.P.3.2 Recognize and know to avoid potentially harmful situations.</p> <p>HDL.P.3.3 Recognize and know to avoid potentially harmful substances.</p> | <p>1.Regulates own emotion and behaviors</p> <p>c. Takes care of own needs appropriately</p> <ul style="list-style-type: none">• Indicates needs and wants; participates as adult attend to needs• Seeks to do things for self• Demonstrates confidence in meeting own needs• Takes Responsibility for own well-being <p>29. Demonstrates knowledge about self</p> |
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Alabama Birth Through Third Grade Alignment of Standards/Guidelines

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| <p>PD: Children learn to move and do</p> <p>Birth-6M</p> <p>1. engage in motor activities that are primarily uncontrollable</p> <p>3. turn head from side to side when placed in a face down position</p> <p>4. grasp objects with entire hand</p> <p>5. hold hands in an open or semi-open position</p> <p>6. develop muscle tone</p> <p>7. improve in muscle strength and control</p> <p>8. raise head and upper body on arms when in a face down position</p> <p>12. Surprisingly roll over onto side and then from front to back to side at will</p> <p>13. progress from sitting with full support to sitting with little support</p> <p>6-12M</p> <p>1. crawl to get from one place to another</p> <p>2. pull himself upright, and stand firmly while holding on</p> <p>3. crawl up and down steps</p> <p>4. gradually gain control of back muscles</p> <p>6. turn body and grab an object with both hands</p> <p>7. be able to hold a toy in each hand at the same time</p> <p>8. learn about things by handling them</p> <p>13. hold onto objects, look at them, and put them in mouth</p> <p>14. hold cup with both hands and drink from it</p> <p>15. like to play with many objects, dropping one and picking up another, one by one</p> <p>16. throw objects</p> <p>18. play simple games</p> <p>12-18M</p> <p>1. hold cup with both hands and drink from it</p> <p>5. develop overhand throwing</p> <p>6. like to run around and sit still for a short period of time to play</p> <p>7. walk well unsupported</p> <p>8. move from sitting or stooping to standing without help</p> <p>9. hit/pound objects</p> <p>10. travel and carry objects from one place to another</p> <p>18-24M</p> <p>6. walk directly to places she/he knows and remembers</p> <p>7. kick or throw a ball forward</p> <p>8. walk up and down stairs alone, both feet on one step at a time and holding onto railing</p> <p>2 years</p> <p>1. stand on either foot and balance, jump, and stand on tiptoes</p> <p>2. walk between two straight lines about 8 inches apart</p> <p>3. be very active and more coordinated</p> | <p>Gross Motor Skills</p> <p>The control of large muscles for movement, navigation and balance.</p> <ul style="list-style-type: none">• Develops motor control and balance for a range of physical activities such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.• Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.• Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects. | <p>PD Goal 1: Children will develop gross motor skills</p> <p>PD.P.1.1 Develop and demonstrate strength and coordination of large muscles.</p> <p>PD.P.1.2 Develop and demonstrate skills for walking.</p> <p>PD.P.1.3 Develop and demonstrate skills for sitting.</p> <p>PD.P.1.4 Develop and demonstrate skills for rolling.</p> | <p>4. Demonstrates traveling Skills</p> <ul style="list-style-type: none">• Moves to explore immediate environment• Experiments with different ways of moving• Moves purposefully from place to place with control• Coordinates complex movements in play and games <p>5. Demonstrates balancing skills</p> <ul style="list-style-type: none">• Balances while exploring immediate environment• Experiments with different ways of balancing• Sustains balance during simple movement experiences• Sustains balance during complex movement experiences <p>6. Demonstrates gross- motor manipulative skills</p> <ul style="list-style-type: none">• Reaches, grasps, and releases objects• Manipulates balls or similar objects with stiff body movements• Manipulates balls or similar objects with flexible body movements• Manipulates balls or similar objects with a full range of motion |
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| <p>PD: Children learn to move and do</p> <p>Birth – 6M</p> <p>1. engage in motor activities that are primarily uncontrollable</p> <p>2. hold hand(s) in a fist</p> <p>4. grasp objects with entire hand</p> <p>5. hold hands in an open or semi-open position</p> <p>7. improve in muscle strength and control</p> <p>10.clasp hands above face, wave arms about, and reach for objects</p> <p>11. improve in eye coordination</p> <p>6-12M</p> <p>5. bring hands in front of body and hold them together</p> <p>17. begin to use thumb and forefinger to grip</p> <p>18, play simple games</p> <p>12-18M</p> <p>2. try to stack blocks on top of each other</p> <p>3. scribble on paper while holding crayon in fist</p> <p>18-24M</p> <p>2. string beads together</p> <p>3. roll, pound, and squeeze clay</p> <p>4. correctly place shapes in a form board/puzzle</p> <p>5. imitate a vertical stroke on paper</p> <p>9. look at magazines and tear paper</p> <p>10. remove hat and mittens, snap large snaps, and unzip a large zipper</p> <p>2 years</p> <p>4. imitate you folding paper or clothing</p> <p>5. fit things into one another and take things apart and put them back together</p> <p>6. draw a circle</p> | <p>Fine Motor Skills</p> <p>The control of small muscles for such purposes as using utensils, self-care, building and exploring.</p> <ul style="list-style-type: none">• Develops hand strength and dexterity.• Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.• Manipulates a range of objects, such as blocks or books.• Manipulates writing, drawing, and art tools. | <p>LL Goal 5: Children will develop age-appropriate writing skills</p> <p>LL.P.5.1 Experiment with a variety of writing tools and materials.</p> <p>PD Goal 2: Children will develop fine motor skills</p> <p>PD.P.2.1 Develop and demonstrate strength and coordination of small muscles.</p> <p>PD.P.2.2 Develop eye-hand coordination in a purposeful way.</p> | <p>7. Demonstrates fine-motor strength and coordination</p> <p>a. Uses fingers and hands</p> <ul style="list-style-type: none">• Reaches for, touches, and holds objects purposefully• Uses fingers and whole-arm movements to manipulate and explore objects• Uses refined wrist and finger movements• Uses small, precise finger and hand movements <p>b. Uses writing and drawing tools</p> <ul style="list-style-type: none">• Grasps drawing and writing tools, jabbing at paper• Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks• Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end• Uses three-point finger grip and efficient hand placement when writing and drawing |
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Section 2: Social & Emotional Development

| Alabama Early Learning Guidelines (ELG) (Birth - 2 Years) <i>*ELG supports birth –five/currently in the revision process</i> | The Head Start Child Development And Early Learning Framework | Alabama Developmental Standards For Preschool Children (3 – 5 Years) | Teaching Strategies GOLD® Objectives & Dimensions Pre-K Ongoing Child Assessment/Kindergarten Entry Assessment (KEA) |
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| Child Expectations | | | Child Outcome Measurements |
| Social & Emotional Development | | | |
| <p>SC/ES: Children learn about themselves and their feelings Birth-6M 2. begin to establish emotional attachments or bonding+ relationships with parents/family and caregivers 4. smile in response to a friendly face or voice 6. stop crying when parents, family members, and/or caregivers come near 10. imitate sounds, facial expressions, and actions of others 6-12M 6. have emotional attachments to particular people 12-18M 1. start to move freely 7. start to show different social emotions, such as affection, jealousy, anger, and sympathy 18-24M 6. recognize when people are feeling happy, sad, angry, or scared 7. show affection for you and others that she/he knows 8. show different emotions and moods 2 Years 10. enjoy social interaction SD: Children learn about other people Birth-6M 4. reach out to familiar people 5. become more outgoing and social 7. smile in response to a friendly face or voice 8. usually stop crying when picked up and held 9. begin to develop a sense of security and trust with parents and caregivers 10. imitate, maintain, or avoid interactions 11. show individual responses to different people and situations 6-12M 1. recognize and bond with primary caregivers 2. recognize familiar people and may be shy of strangers 3. begin to respond to more than one familiar person at a time 4. begin to be sociable by initiating interactions with other children and adults 7. identify family members, friends, and pets 12-18M 1. be sociable by able to play alone for a short time 3. show affectionate responses and begin social interactions 8. begin to briefly wait for responses to her/his requests 18-24M</p> | <p>Social Relationships The healthy relationships and interactions with adults and peers.</p> <ul style="list-style-type: none">Communicates with familiar adults and accepts or requests guidance.Cooperates with others.Develops friendships with peers.Establishes secure relationships with adultsUses socially appropriate behavior with peers and adults, such as helping, sharing and taking turns.Resolves conflict with peers alone and/or with adult intervention as appropriate.Recognizes and labels others' emotions.Expresses empathy and sympathy to peers.Recognizes how actions affect others and accepts consequences of one's actions. | <p>SE Goal 2: Children will increase the capacity for self-control SE.P.2.1 Initiate play with other children. SE.P.2.4 Separate easily from family. SE Goal 3: Children will develop interpersonal and social skills for relating with other people SE.P.3.1 Sustain interactions with peers by cooperating, playing and interacting. SE.P.3.2 Understand how actions affect others and begin to accept consequences. SE Goal 3: Children will develop interpersonal and social skills for relating with other people SE.P.3.1 Sustain interactions with peers by cooperating, playing and interacting. SE Goal 4: Children will develop a respect for differences in people and an appreciation of their role as being a member of the family, classroom, and the community SE.P.4.2 Show understanding and respect for the properties of others. SE.P.4.3 Develop an awareness of how actions positively affect the classroom environment.</p> | <p>2. Establishes and sustains positive relationships a. Forms relationships with adults</p> <ul style="list-style-type: none">Demonstrates a secure attachment to one or more adultsUses trusted adult as a secure base from which to explore the worldManages separations without distress and engages with trusted adultsEngages with trusted adults as resources and to share mutual interests <p>b. Responds to emotional cues</p> <ul style="list-style-type: none">Reacts to others' emotional expressionsDemonstrates concern about the feelings of othersIdentifies basic emotional reactions of others and their causes accuratelyRecognizes that others' feelings about a situation might be different from his or her own <p>c. Interacts with peers</p> <ul style="list-style-type: none">Plays near other children; uses similar materials or actionsUses successful strategies for entering groupsinitiates, joins in, and sustains positive interactions with a small group of two to three childrenInteracts cooperatively in groups of four or five children <p>d. Makes friends</p> <ul style="list-style-type: none">Seeks a preferred playmate; shows pleasure when seeing a friendPlays with one or two preferred playmatesEstablishes a special friendship with one other child, but the friendship might only last a short whileMaintains friendship for several months or more <p>3. Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</p> <ul style="list-style-type: none">Responds appropriately to others' expressions of wantsTakes turnsInitiates the sharing of materials in the classroom and outdoorsCooperates and shares ideas and materials in |

Alabama Birth Through Third Grade Alignment of Standards/Guidelines

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| <p>1. mostly play next to, but not with, other children</p> <p>5. alternate between clinging to parents and caregivers or resisting them</p> <p>6. offer toys to other children, but usually be possessive of playthings</p> <p>2 Years</p> <p>2. enjoy being with other children, but may use unacceptable social behavior</p> <p>5. develop trusting relationships with caregivers</p> <p>6. show interest in children of the same age</p> <p>LLD: Children learn to communicate</p> <p>Birth-6M</p> <p>10. laugh out loud</p> <p>12-18M</p> <p>10. greet people with a smile or concern</p> <p>2 Years</p> <p>10. begin to communicate feelings when having conflicts with others</p> <p>CD: Children learn to think</p> <p>Birth-6M</p> <p>2. prefer to listen to mother\$ and primary caregiver\$ voices</p> <p>6-12M</p> <p>2. smile and respond to faces or objects</p> <p>12-18M</p> <p>8. have an interest in exchanging objects with others</p> | | | <p>socially acceptable ways</p> |
| <p>SC/ED: Children learn about themselves and their feelings</p> <p>6-12M</p> <p>9. respond to her/his own image in a mirror</p> <p>12-18M</p> <p>5. try to achieve a sense of self-identity</p> <p>SD: Children learn about other people</p> <p>Birth-6M</p> <p>13. respond to self in mirror</p> <p>6-12M</p> <p>7. identify family members, friends, and pets</p> <p>12-18M</p> <p>5. begin to achieve a sense of self-identity</p> <p>LLD: Children learn to communicate</p> <p>12-18M</p> <p>6. begin to point to and name body parts and learn about self</p> <p>18-24M</p> <p>8. enjoy stories about self and family</p> <p>PD: Children learn to move and do</p> <p>6-12M</p> <p>10. spend time looking at own hand</p> <p>CD: Children learn to think</p> <p>12-18M</p> <p>4. point to three body parts when asked</p> <p>18-24M</p> <p>7. develop a sense of ownership</p> <p>2 Years</p> | <p>Self-Concept & Self Efficacy</p> <p>The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals</p> <p>Identifies personal characteristics, preferences, thoughts, and feelings.</p> <ul style="list-style-type: none">• Demonstrates age-appropriate independence in a range of activities, routines, and tasks.• Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.• Demonstrates age-appropriate independence in decision making regarding activities and materials. | <p>SE Goal 1: Children will develop confidence and positive self-awareness</p> <p>SE.P.1.2 Demonstrate awareness of attributes of self (abilities, characteristics and preferences).</p> <p>SE.P.1.3 Demonstrate knowledge of self through recognition of body parts.</p> <p>HDL Goal 2: Children will acquire knowledge of healthy nutritional practices</p> <p>HDL.P.2.5 Identify healthy foods from basic food groups (meat, dairy, grains, fruits, vegetables).</p> | <p>1. Regulates own emotion and behaviors</p> <p>c. Takes care of own needs appropriately</p> <ul style="list-style-type: none">• Indicates needs and wants; participates as adult attends to needs• Seeks to do things for self• Demonstrates confidence in meeting own needs• Takes responsibility for own well-being <p>29. Demonstrates knowledge about self</p> |

Alabama Birth Through Third Grade Alignment of Standards/Guidelines

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| <p>1. be able to say what gender she or he is</p> <p>2. point to smaller body parts when asked</p> | | | |
| <p>SC/ED: Children learn about themselves and their feelings Birth-6M</p> <p>1. be awake and active for longer times</p> <p>11. spend less time crying, and will laugh out loud</p> <p>12-18M</p> <p>8. better control her/his own behaviors</p> <p>18-24M</p> <p>9. become aware of her/his own feelings</p> <p>2 Years</p> <p>5. change mind and moods quickly</p> <p>6. sometimes be able to make choices</p> <p>8. sometimes respond to what you ask her/him to do and sometimes do the opposite</p> <p>11. display aggressive behaviors, such as hitting, biting and shoving</p> <p>SD: Children learn about other people Birth-6M</p> <p>6. become upset if toys or other objects are taken away</p> <p>6-12M</p> <p>6. grab caregiver's hand or leg when frightened, or look at caregiver for reassurance</p> <p>18-24M</p> <p>7. display aggressive behaviors such as hitting, biting, shoving, and grabbing toys</p> | <p>Self-regulation</p> <p>The ability to recognize and regulate emotions, attention, impulses, and behavior.</p> <ul style="list-style-type: none"> Recognizes and labels emotions. Handles impulses and behavior with minimal direction from adults. Follows simple rules, routines, and directions. Shifts attention between tasks and moves through transitions with minimal direction from adults. | <p>SE Goal 2: Children will increase the capacity for self-control</p> <p>SE.P.2.2 Recognize and manage feelings and impulses in developmentally appropriate ways.</p> <p>SE.P.2.3 Demonstrate the ability to control behavior when changing activities with class or group.</p> <p>AL Goal 1: Children will develop curiosity, initiative, self-direction, and persistence</p> <p>AL.P.1.3 Understand and follow rules and routines.</p> <p>HDL Goal 2: Children will acquire knowledge of healthy nutritional practices</p> <p>HDL.P.2.1 Follow mealtime routines and procedures</p> | <p>1.Regulates own emotions and behavior</p> <p>a. Manages feelings</p> <ul style="list-style-type: none"> Uses adult support to calm self Comforts self by seeking out special object or person Is able to look at a situations differently or delay gratification Controls strong emotions in an appropriate manner most of the time <p>1.Regulates own emotion and behaviors</p> <p>b. Follows limits and expectations</p> <ul style="list-style-type: none"> Responds to changes is an adults tone of voice and expression Accepts redirection from adults Managers classroom rules, routines, and transitions with occasional reminders Applies rules in new but similar situations |
| <p>SC/ES: Children learn about themselves and their feelings 2 Years</p> <p>10. enjoy social interaction</p> <p>SD: Children learn about other people 6-12M</p> <p>4. begin to be sociable by initiating interactions with other children and adults</p> <p>12-18M</p> <p>1. be sociable by able to play alone for a short time</p> <p>18-24M</p> <p>1. mostly play next to, but not with, other children</p> <p>2 Years</p> <p>2. enjoy being with other children, but may use unacceptable social behavior</p> <p>CD: Children learn to think 18-24M</p> <p>11. be interested in who has more or less</p> | <p>Emotional & Behavioral Health</p> <p>A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.</p> <ul style="list-style-type: none"> Expresses a range of emotions appropriately, such as excitement, happiness, sadness and fear. Refrains from disruptive, aggressive, angry or defiant behaviors. Adapts to new environments with appropriate emotions and behaviors. | <p>SE Goal 2: Children will increase the capacity for self-control</p> <p>SE.P.2.1 Initiate play with other children.</p> <p>SE Goal 3: Children will develop interpersonal and social skills for relating with other people</p> <p>SE.P.3.1 Sustain interactions with peers by cooperating, playing and interacting.</p> <p>SE.P.3.3 Show increasing ability to use compromise and discussion to resolve conflict with peers.</p> | <p>2. Establishes and sustains positive relationships</p> <p>c. Interacts with peers</p> <ul style="list-style-type: none"> Plays near other children; uses similar materials or actions Uses successful strategies for entering groups initiates, joins in, and sustains positive interactions with a small group of two to three children Interacts cooperatively in groups of four or five children <p>3. Participates cooperatively and constructively in group situations</p> <p>b. Solves social problems</p> <ul style="list-style-type: none"> Expresses feelings during a conflict Seeks adult help to resolve social problems Suggest solutions to social problems Resolves social problems through negotiation and compromise |

Section 3: Approaches to Learning

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| Child Expectations | | | Child Outcome Measurements |
| Approaches to Learning | | | |
| <p>SC/ES: Children learn about themselves and their feelings 6-12 M 5. play 9. respond to her/his own image in a mirror 10. explore her/his environment 2 Years 7. sometimes want to hold onto the old, rather than try the new 9. enjoy playing 10. enjoy social interaction SD: Children learn about other people 6-12M 4. begin to be sociable by initiating interactions with other children and adults 12-18M 1. be sociable by able to play alone for a short time 4. show tremendous curiosity about people and things in their surroundings 18-24M 1. mostly play next to, but not with, other children 2 Years 2. enjoy being with other children, but may use unacceptable social behavior PD: Children learn to move and do 6-12M 8. learn about things by handling them 9. look all around at things near and far 10. spend time looking at own hand 11. enjoy playing with all kinds of objects 12. use different actions with different objects 13. hold onto objects, look at them, and put them in mouth 15. like to play with many objects, dropping one and picking up another, one by one 2 Years 5. fit things into one another and take things apart and put them back together CD: Children learn to think Birth-6M 4. look about, even in a darkened area 9. watch hand movements 10. focus on and reach for object, and distinguish between textures, solids, and liquids 11. make same type of gesture as one that was modeled 15. experience different environments 6-12M</p> | <p>Initiative & Curiosity An interest in varied topics and activities, desire to learn, creativeness, and independence in learning. <ul style="list-style-type: none"> Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities. Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks. Asks questions and seeks new information. </p> | <p>SE Goal 2: Children will increase the capacity for self-control SE.P.2.1 Initiate play with other children. SE Goal 3: Children will develop interpersonal and social skills for relating with other people SE.P.3.1 Sustain interactions with peers by cooperating, playing and interacting. AL Goal 1: Children will develop curiosity, initiative, self-direction, and persistence AL.P.1.1 Make and express choices, plans, and decisions. AL.P.1.4 Accept changes in plans and schedules. AL Goal 2: Children will develop positive attitudes, habits, and learning styles AL.P.2.1 Demonstrate an eagerness and interest in learning.</p> | <p>2. Establishes and sustains positive relationships c. Interacts with peers <ul style="list-style-type: none"> Plays near other children; uses similar materials or actions Uses successful strategies for entering groups initiates, joins in, and sustains positive interactions with a small group of two to three children Interacts cooperatively in groups of four or five children 11. Demonstrates positive approaches to learning d. Shows curiosity and motivation <ul style="list-style-type: none"> Uses sense to explore the immediate environment Explores and investigates ways to make something happen Shows eagerness to learn about a variety of topics and ideas Uses a variety of resources to find answers to questions 11. Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <ul style="list-style-type: none"> Imitates others in using objects in new and/or unanticipated ways Uses creativity and imagination during play and routine task Changes plans if a better idea is thought of or proposed Thinks through possible long-term solutions and takes on more abstract challenges </p> |

Alabama Birth Through Third Grade Alignment of Standards/Guidelines

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| 11. imitate simple movements 18-24M 10. begin to understand that parts of an object can make a whole 2 Years 7. frequently ask the names of various objects and activities | | | |
| SC/ES: Children learn about themselves and their feelings Birth-6M 7. entertain self by playing with fingers, hands, and toes 12-18M 4. be able to sit still for a short while SD: Children learn about other people Birth-6M 2. look for person who is talking 12-18M 1. be sociable but able to play alone for a short time 2 Years 4. enjoy small group activities SD: Children learn about other people 12-18M 2. imitate the actions and activities of others CD: Children learn to think Birth-6M 1. distinguish between different sounds and voices 3. often move body to speech of a parent or caregiver 5. follow a slowly moving object through a complete arc of 180 degrees 6. continue to gaze in direction of moving objects that seem to disappear 7. distinguish between objects 8. correctly find the source of a sound (duplicate of 12 but is consistent with state document) 12. correctly find the source of a sound 6-12M 1. continue to look toward the source of sounds 4. follow a moving object with eyes, and will briefly look for an object that has disappeared 6. reject an object or toy after playing with it many times 7. watch a fast-moving object as it goes up, down, or sideways 8. usually not turn objects over to see the other side 12-18M 10. have an interest in pointing to objects | Persistence & Attentiveness The ability to begin and finish activities with persistence and attention. <ul style="list-style-type: none">• Maintains interest in a project or activity until completed.• Sets goals and develops and follows through on plans.• Resists distractions, maintains attention and continues the task at hand through frustration or challenges. | AL Goal 1: Children will develop curiosity, initiative, self-direction, and persistence AL.P.1.2 Choose and complete challenging tasks AL.P.1.5 Demonstrate increasing ability to complete task and maintain concentration over time. | 11. Demonstrates positive approaches to learning a. Attends and engages <ul style="list-style-type: none">• Pays attention to sights and sounds• Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments• Sustains work on age-appropriate, interesting tasks: can ignore most distractions and interruptions• Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions b. Persists <ul style="list-style-type: none">• Repeats actions to obtain similar results• Practices and activity many times until successful• Plans and pursues a variety of appropriately challenging tasks• Plans and pursues own goal until it is reached |
| SD: Children learn about other people 12-18M 8. begin to briefly wait for responses to her/his requests 18-24M 6. offer toys to other children, but usually be possessive of playthings 2 Years 6. begin to cooperate with less physical aggressiveness CD: Children learn to think 12-18M 8. have an interest in exchanging objects with others | Cooperation An interest and engagement in group experiences. <ul style="list-style-type: none">• Plans and completes learning activities with peers.• Joins in cooperative play with others and invites others to play.• Models or teaches peers.• Helps, shares and cooperates in a group. | SE Goal 4: Children will develop a respect for differences in people and an appreciation of their role as being a member of the family, classroom, and the community SE.P.4.2 Show understanding and respect for the properties of others. SE.P.4.3 Develop an awareness of how actions positively affect the classroom environment. | 3. Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <ul style="list-style-type: none">• Responds appropriately to othersqexpressions of wants• Takes turns• Initiates the sharing of materials in the classroom and outdoors• Cooperates and shares ideas and materials in socially acceptable ways |

Alabama Birth Through Third Grade Alignment of Standards/Guidelines

Section 4: Logic & Reasoning

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| Alabama Early Learning Guidelines (ELG) (Birth - 2 Years) <i>*ELG supports birth –five/currently in the revision process</i> | <i>The Head Start Child Development And Early Learning Framework</i> | Alabama Developmental Standards For Preschool Children (3 – 5 Years) | Teaching Strategies GOLD® Objectives & Dimensions Pre-K Ongoing Child Assessment/Kindergarten Entry Assessment (KEA) |
| <i>Child Expectations</i> | | | <i>Child Outcome Measurements</i> |
| Logic & Reasoning | | | |
| <p>SD: Children learn about other people 18-24M 3. learn to seek help from caregivers, if needed</p> <p>PD: Children learn to move and do 18-24M 6. walk directly to places she/he knows and remembers</p> <p>2 Years 4. imitate you folding paper or clothing</p> <p>CD: Children learn to think 6-12M 3. recognize that objects can change 9. be able to line up an object in one hand with another object in other hand</p> <p>12-18M 2. find an object by looking in the right place when it is hidden in first one place, then another, and then a third place 6. notice features of sameness and differences 11. have an interest in the ability to make changes 12. notice same/different and some/all</p> <p>18-24M 6. point to matching or similar objects</p> <p>2 Years 3. recognize and sort familiar objects with the same color, shape, or size</p> | <p>Reasoning and Problem Solving The ability to recognize, understand and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</p> <ul style="list-style-type: none">• Seeks multiple solutions to a question, task or problem.• Recognizes cause and effect relationships.• Classifies, compares, and contrasts objects, events and experiences.• Uses past knowledge to build new knowledge. | <p>AL Goal 1: Children will develop curiosity, initiative, self-direction, and persistence AL.P.1.3 Understand and follow rules and routines.</p> <p>AL Goal 2: Children will develop positive attitudes, habits, and learning styles AL.P.2.2 Develop increasing ability to find more than one solution to a question or problem.</p> <p>M Goal 5: Children will analyze data within small and large group settings M.P.5.2 Classify objects using more than one attribute. M.P.5.3 Sort and classify objects using self-selected criteria.</p> | <p>11. Demonstrates positive approaches to learning c. Solves problems</p> <ul style="list-style-type: none">• Reacts to a problem; seeks to achieve a specific goal• Observes and imitates how other people solve problems; asks for a solution and uses it• Solves problems without having to try every possibility• Thinks problems through, considering several possibilities and analyzing results <p>12. Remember and connects experiences a. Recognizes and recalls</p> <ul style="list-style-type: none">• Recognizes familiar people, place, and objects; looks for hidden object where it was last seen• Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view• Tells about experience in order, provides details, and evaluation the experience recall 3 or 4 items removed from view• Uses a few deliberate strategies to remember information <p>b. Makes connections</p> <ul style="list-style-type: none">• Looks for familiar persons when they are named; related objects to events• Remembers the sequence of personal routines and experiences with teacher support• Draws on everyday experiences and applies this knowledge to a similar situation• Generates a rule, strategy, or idea from one learning experience and applies it in a new context <p>13. Uses classification skills</p> <ul style="list-style-type: none">• Matches similar objects• Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape• Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason• Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons |

Alabama Birth Through Third Grade Alignment of Standards/Guidelines

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| <p>SD: Children learn about other people 12-18M 2. imitate the actions and activities of others 18-24M 2. engage in make-believe or dramatic play 2 Years 1. use more imagination 3. imitate adultsqactivities 4. use objects in pretend play</p> | <p>Symbolic Representation The use of symbols or objects to represent something else.</p> <ul style="list-style-type: none">• Represents people, places, or things through drawings, movements and three-dimensional objects.• Engages in pretend play and acts out roles.• Recognizes the difference between pretend or fantasy situations and reality. | <p>M Goal 5: Children will analyze data within small and large group settings M.P.5.4 Develop ability to collect, describe, and record information through drawings, maps, charts and graphs. S Goal 1: Children will develop the ability to use scientific processes and inquiry S.P.1.3 Record observations using simple visual tools such as drawings, graphs, charts, logos. LL Goal 4:Children will develop speaking skills for the purpose of communication LL.P.4.6 Engage in storytelling and pretend play, using oral language. CA Goals 3: Children will participate in a variety of dramatic play activities CA.P.3.1 Participate in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences. CA.P.3.2 Engage in cooperative pretend play with another child using symbolic materials and gestures to represent real objects and situations.</p> | <p>14. Uses symbols and images to represent something not present a. Thinks symbolically</p> <ul style="list-style-type: none">• Recognizes people, objects, and animals in pictures or photographs• Draws or constructs, and then identifies what it is• Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas• Represents objects, places, and ideas with increasingly abstract symbols <p>b. Engages in sociodramatic play</p> <ul style="list-style-type: none">• Imitates actions of others during play; uses real objects as props• Acts our familiar or imaginary scenarios; may use props to stand for something else• Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes• Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days. |
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Alabama Birth Through Third Grade Alignment of Standards/Guidelines

Section 5: Language Development

| Alabama Early Learning Guidelines (ELG) (Birth - 2 Years) <i>*ELG supports birth –five/currently in the revision process</i> | The Head Start Child Development And Early Learning Framework | Alabama Developmental Standards For Preschool Children (3 – 5 Years) | Teaching Strategies GOLD® Objectives & Dimensions Pre-K Ongoing Child Assessment/Kindergarten Entry Assessment (KEA) |
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| Child Expectations | | | Child Outcome Measurements |
| Language Development | | | |
| <p>SD: Children learn about other people Birth-6M 12. respond to her/his name and caregivers' actions</p> <p>LLD: Children learn to communicate Birth-6M 2. show a preference for certain sounds, especially for human speech 3. turn head in response to sound from either side 4. hear and make different sounds 9. search for source of sounds in immediate surroundings</p> <p>6-12M 3. turn head when called by name or when familiar objects or persons are named 7. listen to conversations and understand what is being said</p> <p>12-18M 6. begin to point to and name body parts and learn about self 7. begin to understand when asked to do something 8. respond to simple questions with %yes+or %no+and/or appropriate head movements</p> <p>2 Years 1. understand longer sentences and use we, she, he, I 8. respond to verbal and nonverbal signals for routines and changes</p> <p>CD: Children learn to think Birth-6M 1. distinguish between different sounds and voices</p> <p>12-18M 3. understand and follow simple requests 7. have an interest when others point out objects in her/his surroundings 8. give you several common objects when asked for by name</p> <p>18-24M 1. follow simple directions in the order given 3. be able to understand longer sentences</p> | <p>Receptive Language The ability to comprehend or understand language.</p> <ul style="list-style-type: none">• Attends to language during conversations, songs, stories, or other learning experiences.• Comprehends increasingly complex and varied vocabulary• Comprehends different forms of language, such as questions or exclamations.• Comprehends different grammatical structures or rules for using language. | <p>LL Goal 1:Children will develop listening comprehension skills LL.P.1.1 Understand and follow spoken directions. LL.P.1.2 Listen attentively to stories or class discussions.</p> <p>LL Goal 4: Children will develop speaking skills for the purpose of communication LL.P.4.2 Respond to questions</p> | <p>8. Listens to and understands increasingly complex language a. Comprehends language</p> <ul style="list-style-type: none">• Shows an interest in the speech of others• Identifies familiar people, animals, and objects when prompted• Responds appropriately to specific vocabulary and simple statements, questions, and stories• Responds appropriately to complex statements, questions, vocabulary, and stories <p>b. Follows directions</p> <ul style="list-style-type: none">• Responds to simple verbal request accompanied by gestures or tone of voice• Follows simple requests note accompanied by gestures• Follows directions of two or more steps that relate to familiar objects and experiences• Follows detailed, instructional, multistep directions |
| <p>SC/ES: Children learn about themselves and their feelings Birth-6M 5. coo, gurgle, and squeal when awake 10. imitate sounds, facial expressions, and actions of others</p> | <p>Expressive Language The ability to use language.</p> <ul style="list-style-type: none">• Engages in communication and conversation with others. | <p>LL Goal 1: Children will develop listening comprehension skills LL.P.1.3 Demonstrate increased language comprehension skills by retelling or dictating stories from books and classroom experience.</p> <p>LL Goal 3: Children will develop and understanding of new</p> | <p>9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</p> <ul style="list-style-type: none">• Vocalizes and gestures to communicate |

Alabama Birth Through Third Grade Alignment of Standards/Guidelines

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| <p>SD: Children learn about other people</p> <p>Birth-6M</p> <p>1. make babbling sounds</p> <p>6-12M</p> <p>5. show affection</p> <p>12-18M</p> <p>8. begin to briefly wait for responses to her/his requests</p> <p>LLD: Children learn to communicate</p> <p>Birth-6M</p> <p>1.communicate by blinking, moving a body part, stopping a movement, shifting eyes about or making a startle response</p> <p>4. hear and make different sounds</p> <p>5. make sounds other than crying</p> <p>6. communicate by crying in different ways when hungry, hurt, scared, or uncomfortable</p> <p>7. react to sounds and make sounds by cooing and blowing bubbles</p> <p>8. make sounds (coo) and move body when engaging in face-to-face exchange with parents and others</p> <p>6-12M</p> <p>1. imitate some non-speech sounds</p> <p>2. begin babble (baby talk) to communicate</p> <p>4. begin to repeat sounds or words of more than one syllable that have meaning to her/him</p> <p>5. begin to say recognizable words</p> <p>6. begin to communicate and name many things</p> <p>12-18M</p> <p>1. babble words and try using words to describe actions</p> <p>2. begin to name familiar objects and their owners</p> <p>3. begin to name and point out familiar pictures in a book</p> <p>5. show increased interest in conversational turn- taking</p> <p>9. use one word questions to ask for or name something</p> <p>18-24M</p> <p>1. begin to actually understand how to use language to communicate</p> <p>2. begin to make phrases or short sentences of two or three words</p> <p>3. be able to recognize, name, and/or pick out common objects</p> <p>4. begin to use appropriate manners in speech and/or action</p> <p>5. begin to express her/his needs using simple sentences and/or actions</p> <p>6. ask many questions</p> <p>7. speak 50 to 300 different words</p> <p>2 Years</p> <p>2. talk more and use phrases and clauses to create more adult-like sentences</p> <p>6. continue to ask many questions</p> <p>9. talk about the actions of others</p> <p>CD: Children learn to think</p> <p>12-18M</p> <p>4. point to three body parts when asked</p> <p>18-24M</p> <p>2. refer to self by name, and name other familiar objects</p> <p>2 Years</p> <p>6. point out small details in a picture</p> | <ul style="list-style-type: none">• Uses language to express ideas and needs.• Uses increasingly complex and varied vocabulary.• Uses different forms of language.• Uses different grammatical structures for a variety of purposes.• Engages in storytelling.• Engages in conversation with peers and adults. | <p>vocabulary</p> <p>LL.P.3.1 Name a variety of pictures/objects and/or actions in the natural environment.</p> <p>LL.P.3.2 Use new and challenging vocabulary words correctly within the context of play or other classroom experiences.</p> <p>LL.P.3.3 Connect new vocabulary with prior educational experiences.</p> <p>LL Goal 4: Children will develop speaking skills for the purpose of commutation</p> <p>LL.P.4.1 Express wants and needs.</p> <p>LL.P.4.3 Engage in conversations with peers and adults.</p> <p>LL.P.4.4 Increase length and grammatical complexity of sentences.</p> <p>LL.P.4.5 Participate in classroom activities that are repetitive in nature such as songs, rhymes, and finger plays.</p> <p>LL.P.4.6 Engage in storytelling and pretend play, using oral language.</p> | <ul style="list-style-type: none">• Names familiar people, animals and objects• Describes and tells the use of many familiar items• Incorporates new, less familiar or technical words in everyday conversations <p>b. Speaks clearly</p> <ul style="list-style-type: none">• Babbles strings of simple consonant sounds and combines sounds• Uses some words and word-like sounds and is understood by most familiar people• Is understood by most people; may mispronounce new, long. or unusual words• Pronounces multisyllabic or unusual words correctly <p>c. Uses conventional grammar</p> <ul style="list-style-type: none">• Uses one- or two- word sentences or phrases• Uses three- to four-word sentences; may omit some words or uses come words incorrectly• Uses complete, four- to six-word sentences• Uses long, complex sentence and follows most grammatical rules <p>d. Tells about another time or place</p> <ul style="list-style-type: none">• Makes simple statements about recent events and familiar people and objects that are not present• Tells simple stories about objects, events, and people not present; lacks many details and conventional beginning, middle and end• Tells elaborate stories that refer to other times and places <p>10. Uses appropriate conversational and other communication skills</p> <p>a. Engages in conversations</p> <ul style="list-style-type: none">• Engages in simple back-and-forth exchanges with others• Initiates and attends to brief conversations• Engages in conversations of at least three exchanges• Engages in complex. lengthy conversations (five or more exchanges) <p>b. Uses social rules of language</p> <ul style="list-style-type: none">• Responds to speech by looking toward the speaker; watches for signs of being understood when communicating• Uses appropriate eye contact, pauses, and simple verbal prompts when commutating• Uses acceptable language and social rules while communicating with others; may need reminders• Uses acceptable language and social rules during communication with others |
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Alabama Birth Through Third Grade Alignment of Standards/Guidelines

Section 6: Literacy Knowledge & Skills

| Alabama Early Learning Guidelines (ELG) (Birth - 2 Years) <i>*ELG supports birth –five/currently in the revision process</i> | The Head Start Child Development And Early Learning Framework | Alabama Developmental Standards For Preschool Children (3 – 5 Years) | Teaching Strategies GOLD® Objectives & Dimensions Pre-K Ongoing Child Assessment/Kindergarten Entry Assessment (KEA) |
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| Child Expectations | | | Child Outcome Measurements |
| Literacy Knowledge & Skills | | | |
| <p>LLD: Children learn to communicate 6-12M 9. notice pictures 12-18M 3. begin to name and point out familiar pictures in a book PD: Children learn to move and do 12-18M 4. begin to turn pages in books 18-24M 1. turn pages of book one by one CD: Children learn to think 12-18M 1. look at and point to pictures in a book</p> | <p>Book Appreciation and Knowledge An interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.</p> <ul style="list-style-type: none">Shows interest in shared reading experiences and looking at books independently.Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics such as title, author and illustrator.Asks and answers questions and makes comments about print materials.Demonstrates interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.Retells stories or information from books through conversation, artistic works, creative movement or drama. | <p>LL Goal 1: Children will develop listening comprehension skills LL.P.1.2 Listen attentively to stories or class discussions. LL.P.1.3 Demonstrate increased language comprehension skills by retelling or dictating stories from books and classroom experience. LL.P.1.4 Begin to use pre-reading skills and strategies (ex.: prior knowledge to text, making predictions about text and using picture cues). LL Goal 6: Children will develop knowledge about the various uses of print and characteristics of written language LL.P.6.1 Demonstrate an interest in books and exhibit appropriate book handling skills.</p> | <p>17. Demonstrates knowledge of print and its uses a. Uses and appreciates books</p> <ul style="list-style-type: none">Shows interest in booksOrients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their coversKnows some features of a book (title, author, illustrator); connects specific books to authorsUses various types of books for their intended purposes <p>18. Comprehends and responds to books and other texts a. Interacts during read-alouds and book conversations</p> <ul style="list-style-type: none">Contributes particular language from the book at the appropriate timeAsks and answers questions about the text; refers to picturesIdentifies story related problems, events, and resolutions during conversations with an adultReconstructs story, using procures, text and props; begins to make inferences and draw conclusions <p>b. Uses emergent reading skills</p> <ul style="list-style-type: none">Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cuesPretends to read, using some of the language from the text; describes the action across pages, using pictures to order events; may need prompts from adultPretends to read, reciting language that closely matches the text on each page and using reading-like intonationTries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print <p>c. Retells stories</p> <ul style="list-style-type: none">Retells some events from a familiar story with close adult promptingRetells familiar stories using pictures of props as promptsRetells a familiar story in proper sequence, including major events and characters |

Alabama Birth Through Third Grade Alignment of Standards/Guidelines

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| | | | <ul style="list-style-type: none">• Retells stories with many details about characters, events, and storylines |
| None Identified at this time for ages birth . 2 | <p>Phonological Awareness An awareness that language can be broken into words, syllables, and smaller pieces of sound.</p> <ul style="list-style-type: none">• Identifies and discriminates between words in language.• Identifies and discriminates between separate syllables in words.• Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. | <p>LL Goal 2: Children will develop phonological awareness skills to discriminate the sounds of language</p> <p>LL.P.2.1 Discriminate and identify sounds in spoken language.</p> <p>LL.P.2.2 Recognize common sounds at the beginning of a series of words.</p> <p>LL.P.2.3 Identify syllables in words.</p> <p>LL.P.2.4 Identify words that rhyme.</p> | <p>15. Demonstrates phonological awareness</p> <p>a. Notices and discriminates rhyme</p> <ul style="list-style-type: none">• Joins in rhyming songs and games• Fills in the missing rhyming word; generates rhyming words spontaneously• Decides whether two words rhyme• Generates a group of rhyming words when given a word <p>b. Notices and discriminates alliteration</p> <ul style="list-style-type: none">• Sings songs and recited rhymes and retains with repeating initial sounds• Shows awareness that some words begin the same way• Matches beginning sounds of some words• Isolates and identifies the beginning sound of a word <p>c. Notices and discriminates smaller and smaller units of sound</p> <ul style="list-style-type: none">• Hears and shows awareness of separate words in sentences• Hears and shows awareness of spate syllables in words• Verbally separates and blends onsets and rime• Verbally separates and blends individual phonemes in words |
| None Identified at this time for ages birth . 2 | <p>Alphabet Knowledge The names and sounds associated with letters.</p> <ul style="list-style-type: none">• Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.• Recognizes that letters of the alphabet have distinct sounds associated with them.• Attends to the beginning letters and sounds in familiar words.• Identifies letters and associated correct sounds with letters. | <p>LL Goal 7: Children will develop alphabet knowledge</p> <p>LL.P.7.1 Identify letters in the alphabet, especially latters in own name.</p> <p>LL.P.7.2 Show progress in identifying the names of letters and sounds they represent.</p> <p>LL.P.7.3 Demonstrate increased ability to recognize letters at the beginning of words</p> | <p>16. Demonstrates knowledge of the alphabet</p> <p>a. Identifies and names letters</p> <ul style="list-style-type: none">• Recognizes and names a few letters in own name• Recognizes as many as 10 letters, especially those in own name• Identifies and names 11-20 upper and lowercase letters when presented in random order• Identifies and names all upper and lowercase letters when presented in random order <p>b. Uses letter-sound knowledge</p> <ul style="list-style-type: none">• Identifies the sound of a few letters• Produces the correct sounds for 10-20 letters• Shows understanding that a sequence of letter represents a sequence of spoken sounds• Applies letter-sound correspondence when attempting to read and write |

Alabama Birth Through Third Grade Alignment of Standards/Guidelines

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| <p>None Identified at this time for ages birth - 2</p> | <p>Print Concepts & Conventions The concepts about print and early decoding (identifying letter-sound relationships).</p> <ul style="list-style-type: none">• Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.• Understands that print conveys meaning.• Understands conventions, such as print moves from left to right and top to bottom of a page.• Recognizes words as a unit of print and understands that letters are grouped to form words.• Recognizes the association between spoken or signed and written words. | <p>LL Goal 6: Children will develop knowledge about the various uses of print and characteristics of written language</p> <p>LL.P.6.2 Show increasing awareness of environmental print in classroom, home, and community.</p> <p>LL.P.6.3 Understand that writing is used as a form of communication for a variety of purposes.</p> <p>LL.P.6.4 Demonstrate increasing awareness that a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces.</p> <p>LL.P.6.5 Show progress in recognizing the association between spoken and written words by following print as it is read aloud.</p> | <p>17. Demonstrates knowledge of print and its uses b. Uses print concepts</p> <ul style="list-style-type: none">• Shows understanding that text is meaningful and can be read• Indicated where to start reading and the direction to follow• Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation• Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line |
| <p>PD: Children learn to move and do 12-18M 3. scribble on paper while holding crayon in fist</p> | <p>Early Writing The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols and letters.</p> <ul style="list-style-type: none">• Experiments with writing tools and materials.• Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.• Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.• Copies, traces, or independently writes letters or words. | <p>LL Goal 5: Children will develop age-appropriate writing skills</p> <p>LL.P.5.2 Progress from using scribbles, shapes, or pictures to represent ideas, to using letters or letter-like symbols, or writing familiar words such as their own names.</p> | <p>19. Demonstrates emergent writing skills a. Writes name</p> <ul style="list-style-type: none">• Scribbles or marks• Controlled linear scribbles• Mock letters or letter-like forms• Letter strings• Partially accurate name• Accurate name <p>b. Writes to convey meaning</p> <ul style="list-style-type: none">• Scribbles or marks• Controlled linear scribbles• Mock letters or letter-like forms• Letter strings• Early invented spelling• Late invented spelling |

Section 7: Mathematics Knowledge & Skills

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| Alabama Early Learning Guidelines (ELG) (Birth - 2 Years) <i>*ELG supports birth –five/currently in the revision process</i> | <i>The Head Start Child Development And Early Learning Framework</i> | Alabama Developmental Standards For Preschool Children (3 – 5 Years) | Teaching Strategies GOLD® Objectives & Dimensions Pre-K Ongoing Child Assessment/Kindergarten Entry Assessment (KEA) |
| <i>Child Expectations</i> | | | <i>Child Outcome Measurements</i> |
| Mathematics Knowledge & Skills | | | |
| LLD: Children learn to communicate 2 Years 4. become interested in how many objects she/he has 7. begin to communicate the difference between one and many CD: Children learn to think 18-24M 4. understand amount words, such as more, less, and another 9. understand that some have more, and some have less 2 Years 8. become more interested in the concept of some and all | Number Concepts and Quantities The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list). <ul style="list-style-type: none">Recognizes numbers and quantities in the everyday environment.Recites numbers in the correct order and understands that numbers come "before" or "after" one another.Associates quantities and the names of numbers with written numerals.Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.Uses the number name of the last object counted to represent the number of objects in the set. | M Goal 1: Children will begin to develop an awareness and understanding of numbers M.P.1.1 Demonstrate use of one-to-one correspondence in counting objects and matching numeral name with sets of objects. M.P.1.2 Show increasing ability to count in sequence to 10 and beyond. M.P.1.3 Begin to understand the concept of estimation. M.P.1.4 Use language to compare number of objects with terms such as more, less, equal to, greater than, or fewer than. M.P.1.6 Begin to use numbers and counting as a means for solving problems and measuring quantity. M Goal 2: Children will develop an understanding of basic geometric shapes and develop a sense of space M.P.2.4 Begin to understand concept of %part+and %whole+using real objects. M Goal 5: Children will analyze data within small and large group settings M.P.5.1 Use math vocabulary to compare sets of objects with terms such as more, less, equal to, greater than, fewer. | 20. Uses number concepts and operations a. Counts <ul style="list-style-type: none">Verbally counts (not always in the correct order)Verbally counts to 10; counts up to five objects accurately, using one number name for each objectVerbally counts to 20, counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by countingUses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20 b. Quantifies <ul style="list-style-type: none">Demonstrates understanding of the concepts of one, two and moreRecognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the partsMakes sets of 6-10 objects and then describes the parts; identifies which part has more, less or the same (equal); counts all or counts on to find out how manyUses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems c. Connects numerals with their quantities <ul style="list-style-type: none">Recognizes and names a few numeralsIdentifies numerals to 5 by name and connects each to counted objectsIdentifies numerals to 10 by name and connects each to counted objectsIdentifies numerals to 20 by name and connects each to counted objects |

Alabama Birth Through Third Grade Alignment of Standards/Guidelines

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| <p>LLD: Children learn to communicate 2 Years 7. begin to communicate the difference between one and many CD: Children learn to think 18-24M 4. understand amount words, such as more, less, and another 9. understand that some have more, and some have less 2 Years 8. become more interested in the concept of some and all</p> | <p>Number Relationships and Operations The use of numbers to describe relationships and solve problems.</p> <ul style="list-style-type: none">• Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to.• Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.• Identifies the new number created when numbers are combined or separated. | <p>M Goal 1: Children will begin to develop an awareness and understanding of numbers M.P.1.3 Begin to understand the concept of estimation. M.P.1.4 Use language to compare number of objects with terms such as more, less, equal to, greater than, or fewer than. M.P.1.6 Begin to use numbers and counting as a means for solving problems and measuring quantity. M Goal 2: Children will develop an understanding of basic geometric shapes and develop a sense of space M.P.2.4 Begin to understand concept of %part+and %whole+using real objects. M Goal 5: Children will analyze data within small and large group settings M.P.5.1 Use math vocabulary to compare sets of objects with terms such as more, less, equal to, greater than, fewer.</p> | <p>20. Uses number concepts and operations b. Quantifies</p> <ul style="list-style-type: none">• Demonstrates understanding of the concepts of one, two and more• Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts• Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less or the same (equal); counts all or counts on to find out how many• Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems |
| <p>LLD: Children learn to communicate 2 Years 4. begin to name and match colors, sizes, and shapes</p> | <p>Geometry and Spatial Sense The understanding of shapes, their properties and how objects are related to one another.</p> <ul style="list-style-type: none">• Recognizes and names common shapes, their parts and attributes.• Combines and separates shapes to make other shapes.• Compares objects in size and shape.• Understands directionality, order, and position of objects, such as up, down, in front, behind. | <p>M Goal 2: Children will develop an understanding of basic geometric shapes and develop a sense of space M.P.2.1 Recognize, describe, compare, and name common shapes, their parts, and attributes. M.P.2.2 Use math language to indicate understanding of positional concepts. M.P.2.3 Use classroom materials to combine shapes to create other shapes.</p> | <p>21. Explores and describes spatial relationships and shapes a. Understands spatial relationships</p> <ul style="list-style-type: none">• Follows simple directions related to position (in, on, under, up, down)• Follows simple direction related to proximity (beside, between, next to)• Uses and responds appropriately to positional words indicating location, direction, and distance• Uses and makes simple sketches, models, or pictorial maps to locate objectsb. Understands shapes• Matches tow identical shapes• Identifies a few basic shapes (circle, square, triangle)• Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation• Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shaped to create different shapes and sizes |

Alabama Birth Through Third Grade Alignment of Standards/Guidelines

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| <p>LLD: Children learn to communicate 2 Years 8. respond to verbal and nonverbal signals for routines and changes CD: Children learn to think Birth-6M 14. become aware of starting and stopping 6-12M 5. recognize and anticipate activities</p> | <p>Patterns The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.</p> <ul style="list-style-type: none">• Sorts, classifies, and serializes (puts in a pattern) objects using attributes such as color, shape, or size.• Recognizes, duplicates, and extends simple patterns.• Creates patterns through the repetition of a unit. | <p>M Goal 3: Children will show awareness of, recognize, and create patterns M.P.3.1 Match, sort, place in a series, and regroup objects according to attributes (color, size, shape, etc.). M.P.3.2 Describe, duplicate, and extend simple patterns using a variety of materials or objects. M.P.3.3 Recognize and identify patterns in the environment.</p> | <p>23. Demonstrates knowledge of patterns</p> <ul style="list-style-type: none">• Shows interest in simple patterns in everyday life• Copies simple repeating patterns• Extends and creates simple repeating patterns• Recognizes, creates, and explains more complex repeating and simple growing patterns |
| <p>CD: Children learn to think 18-24M 8. understand that words can label sameness and differences</p> | <p>Measurement and Comparison The understanding of attributes and relative properties of objects as related to size, capacity, and area.</p> <ul style="list-style-type: none">• Compares objects using attributes of length, weight and size (bigger, longer, taller, and heavier).• Orders objects by size or length.• Uses nonstandard and standard techniques and tools to measure and compare. | <p>M Goal 1: Children will begin to develop an awareness and understanding of numbers M.P.1.5 Use ordinal number words to describe the position of objects (ex.: %first,+%second,+%third,etc.). M.P.4.1 Use comparative/superlative terms to describe and contrast objects (ex.: long, longer, longest; short, shorter, shortest; small, medium, large). M.P.4.2 Use standard and nonstandard measurement tools to determine length, volume, and weight of objects. M.P.4.3 Demonstrates and understanding of measureable concepts of time and sequence</p> | <p>22. Compares and measures</p> <ul style="list-style-type: none">• Makes simple comparisons between two objects• Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers• Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools• Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth |

Alabama Birth Through Third Grade Alignment of Standards/Guidelines

Section 8: Science Knowledge & Skills

| Alabama Early Learning Guidelines (ELG) (Birth - 2 Years) <i>*ELG supports birth –five/currently in the revision process</i> | The Head Start Child Development And Early Learning Framework | Alabama Developmental Standards For Preschool Children (3 – 5 Years) | Teaching Strategies GOLD® Objectives & Dimensions Pre-K Ongoing Child Assessment/Kindergarten Entry Assessment (KEA) |
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| Child Expectations | | | Child Outcome Measurements |
| Science Knowledge & Skills | | | |
| SC/ES: Children learn about themselves and their feelings Birth-6M 8. develop an awareness of self as a separate individual from others CD: Children learn to think 12-18M 13. have an interest in using objects as tools 18-24M 5. continue to use objects as tools | Scientific Skills and Method The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions. <ul style="list-style-type: none">• Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.• Observes and discusses common properties, differences, and comparisons among objects.• Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.• Collects, describes, and records information through discussions, drawings, maps and charts.• Describes and discusses predictions, explanations, and generalizations based on past experience. | S Goal 1: Children will develop the ability to use scientific processes and inquiry S.P.1.1 Use senses to gather information, classify objects, observe processes, and describe materials. S.P.1.2 Make predictions and test ideas based on trial and error, observation, prior experience, demonstrations, and discussions. S.P.1.3 Record observations using simple visual tools such as drawings, graphs, charts, logos. S.P.1.4 Describe simple cause and effect relationships. S Goal 2: Children will acquire knowledge related to physical science S.P.2.3 Name and use simple machines in the context of daily play and problem-solving. S.P.2.4 Explore and describe different types of speed, motion, and sounds. S.P.2.5 Design and create items with simple tools. S Goal 4: Children will acquire knowledge related to earth and space science S.P.4.3 Identify and classify objects observed in the day sky and in the night sky. S.P.4.5 Observe and describe light and shadows T Goal 1: Children will gain knowledge of technology T.P.1.1 Demonstrate basic knowledge of computer skills. T.P.1.2 Demonstrate knowledge of a variety of media and technology tools. T.P.1.3 Demonstrates knowledge of the use of technology as a communication system of the world. | 24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks |
| None Identified at this time for ages birth . 2 | Conceptual Knowledge of the Natural and Physical World The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships. <ul style="list-style-type: none">• Observes, describes and discusses living things and natural processes.• Observes, describes and discusses properties of materials and transformation of substances. | S Goal 2: Children will acquire knowledge related to physical science S.P.2.1 Investigate, explore, and compare objects in the classroom and on the playground. S.P.2.2 Examine and describe the properties of solids and liquids. S Goal 3: Children will acquire knowledge related to earth sciences and our environment S.P.3.1 Identify, describe and compare natural items from their immediate environment. S.P.3.2 Demonstrate respect for preserving the environment. S.P.3.3 Describe basic needs of how to care for living things. S.P.3.4 Demonstrate knowledge of changes that plants and animals pass through during life cycles. S.P.3.5 Identify and describe common animals and insects, and their natural habitats. S Goal 4: Children will acquire knowledge related to earth and space science S.P.4.1 Identify four seasons and seasonal changes. S.P.4.2 Identify types of weather and impact on environment. S.P.4.3 Identify and classify objects observed in the day sky and in the night sky. S.P.4.4 Identify common earth materials and landforms. S.P.4.5 Observe and describe light and shadows | 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth’s environment |

Alabama Birth Through Third Grade Alignment of Standards/Guidelines

Section 9: Creative Arts Expression

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| Alabama Early Learning Guidelines (ELG) (Birth - 2 Years) <i>*ELG supports birth –five/currently in the revision process</i> | <i>The Head Start Child Development And Early Learning Framework</i> | Alabama Developmental Standards For Preschool Children (3 – 5 Years) | Teaching Strategies GOLD® Objectives & Dimensions Pre-K Ongoing Child Assessment/Kindergarten Entry Assessment (KEA) |
| <i>Child Expectations</i> | | | <i>Child Outcome Measurements</i> |
| Creative Arts Expression | | | |
| SC/ED: Children learn about themselves and their feelings 6-12M 7. become familiar with different types of sounds, tones of voices, and types of music SD: Children learn about other people 12-18M 4. enjoy listening to and making music, dancing, and singing LLD: Children learn to communicate 12-18M 4. show increased interest in music and rhythm 18-24M 9. sing along with familiar tunes 2 Years 3. sing and/or say nursery rhymes, songs, and finger plays CD: Children learn to think Birth-6M 13. connect sound and rhythms with movements 2 Years 5. join in singing nursery rhymes and songs | Music The use of voice and instruments to create sounds. <ul style="list-style-type: none">• Participates in music activities, such as listening, singing, or performing.• Experiments with musical instruments. | LL Goal 4: Children will develop speaking skills for the purpose of communication LL.P.4.5 Participate in classroom activities that are repetitive in nature such as songs, rhymes, and finger plays. CA Goal 2: Children will show self-expression through music and movement CA.P.2.1 Use a variety of musical instruments, rhythms, and songs to develop creative expression. CA.P.2.2 Participate in creative music and movement activities. CA.P.2.3 Identify and appreciate different types of music from various cultures. | 34. Explores musical concepts and expression |
| SC/ED: Children learn about themselves and their feelings 6-12M 8. indicate her/his wants through movements and sounds SD: Children learn about other people 12-18M 4. enjoy listening to and making music, dancing, and singing | Creative Movement and Dance The use of the body to move to music and express oneself. <ul style="list-style-type: none">• Expresses what is felt and heard in various musical tempos and styles.• Moves to different patterns of beat and rhythm in music.• Uses creative movement to express concepts, ideas or feelings. | CA Goal 2: Children will show self-expression through music and movement CA.P.2.2 Participate in creative music and movement activities. | 35. Explores dance and movement concepts |
| PD: Children learn to move and do 12-18M 3. scribble while holding crayon in fist 18-25M 5. imitate a vertical stroke on paper | Art The use of a range of media and materials to create drawings, pictures, or other objects. <ul style="list-style-type: none">• Uses different materials and techniques to make art creations.• Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.• Discusses one's own artistic creations and | CA Goal 1: Children will use are for creative expression and representation CA.P.1.1 Use different art media and materials in a variety of ways for creative expression. CA.P.1.2 Progress in ability to create drawings, paintings, and sculptures that are more detailed, creative or realistic. CA.P.1.3 Understand and share options about artistic endeavors and experiences. | 33. Explores the visual arts |

Alabama Birth Through Third Grade Alignment of Standards/Guidelines

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| | those of others. | | |
| SD: Children learn about other people 18-24M 2. engage in make-believe or dramatic play | Drama The portrayal of events, characters, or stories through acting and using props and language. <ul style="list-style-type: none">• Uses dialogue, actions, and objects to tell a story and express thoughts and feelings about one's self or a character.• Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations. | CA Goal 3: Children will participate in a variety of dramatic play activities CA.P.3.1 Participate in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences. CA.P.3.2 Engage in cooperative pretend play with another child using symbolic materials and gestures to represent real objects and situations. | 36. Explores drama through actions and language |

Alabama Birth Through Third Grade Alignment of Standards/Guidelines

Section 10: Social Studies Knowledge & Skills

| Alabama Early Learning Guidelines (ELG) (Birth - 2 Years) <i>*ELG supports birth –five/currently in the revision process</i> | The Head Start Child Development And Early Learning Framework | Alabama Developmental Standards For Preschool Children (3 – 5 Years) | Teaching Strategies GOLD® Objectives & Dimensions Pre-K Ongoing Child Assessment/Kindergarten Entry Assessment (KEA) |
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| Child Expectations | | | Child Outcome Measurements |
| Social Studies Knowledge & Skills | | | |
| SC/ED: Children learn about themselves and their feelings 6-12M 9. respond to her/his own image in a mirror 12-18M 5. try to achieve a sense of self-identity SD: Children learn about other people Birth-6M 13. respond to self in mirror 6-12M 7. identify family members, friends, and pets 12-18M 5. begin to achieve a sense of self-identity LLD: Children learn to communicate 12-18M 6. begin to point to and name body parts and learn about self 18-24M 8. enjoy stories about self and family PD: Children learn to move and do 6-12M 10. spend time looking at own hand CD: Children learn to think 12-18M 4. point to three body parts when asked 18-24M 7. develop a sense of ownership 2 Years 1. be able to say what gender she or he is 2. point to smaller body parts when asked | Self, Family and Community The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity. <ul style="list-style-type: none">Identifies personal and family structureUnderstands similarities and respects differences among people.Recognizes a variety of jobs and the work associated with them.Understands the reasons for rules in the home and classroom and for laws in the community.Describes or draws aspects of the geography of the classroom, home and community. | T Goal 1: Children will gain knowledge of technology T.P.1.3 Demonstrates knowledge of the use of technology as a communication system of the world. SE Goal 1: Children will develop confidence and positive self-awareness SE.P.1.2 Demonstrate awareness of attributes of self (abilities, characteristics and preferences). SE.P.1.3 Demonstrate knowledge of self through recognition of body parts. SE Goal 4: Children will develop a respect for differences in people and an appreciation of their role as being a member of the family, classroom, and the community SE.P.4.1 Show progress in understanding similarities and respecting differences in people. HDL Goal 2: Children will acquire knowledge of healthy nutritional practices HDL.P.2.5 Identify healthy foods from basic food groups (meat, dairy, grains, fruits, vegetables). | 29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live |
| None Identified at this time for ages birth . 2 | People and the Environment The understanding of the relationship between people and the environment in which they live. <ul style="list-style-type: none">Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.Recognizes that people share the environment with other people, animals, and plants.Understands that people can take care of the environment through activities, such as recycling. | SE Goal 2: Children will increase the capacity for self-control S.P.2.1 Investigate, explore, and compare objects in the classroom and on the playground. SE Goal 3: Children will develop interpersonal and social skills for relating with other people S.P.3.1 Identify, describe and compare natural items from their immediate environment. | 32. Demonstrates simple geographic knowledge |

Alabama Birth Through Third Grade Alignment of Standards/Guidelines

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| None Identified at this time for ages birth - 2 | History and Events The understanding that events happened in the past and how these events relate to one's self, family and community. <ul style="list-style-type: none">• Differentiates between past, present and future.• Recognizes events that happened in the past, such as family or personal history.• Understands how people live and what they do changes over time. | None Identified | 31. Explores change related to familiar people or places |
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Alabama Birth Through Third Grade Alignment of Standards/Guidelines

Section 11: English Language Development

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| Alabama Early Learning Guidelines (ELG) (Birth - 2 Years) <i>*ELG supports birth –five/currently in the revision process</i> | <i>The Head Start Child Development And Early Learning Framework</i> | Alabama Developmental Standards For Preschool Children (3 – 5 Years) | Teaching Strategies GOLD® Objectives & Dimensions Pre-K Ongoing Child Assessment/Kindergarten Entry Assessment (KEA) |
| <i>Child Expectations</i> | | | <i>Child Outcome Measurements</i> |
| English Language Development | | | |
| SD: Children learn about other people Birth-6M 12. respond to her/his name and caregivers' actions LLD: Children learn to communicate Birth-6M 2. show a preference for certain sounds, especially for human speech 3. turn head in response to sound from either side 4. hear and make different sounds 9. search for source of sounds in immediate surroundings 6-12M 3. turn head when called by name or when familiar objects or persons are named 7. listen to conversations and understand what is being said 12-18M 6. begin to point to and name body parts and learn about self 7. begin to understand when asked to do something 8. respond to simple questions with %yes+or %no+and/or appropriate head movements 2 Years 1. understand longer sentences and use we, she, he, I 8. respond to verbal and nonverbal signals for routines and changes CD: Children learn to think Birth-6M 1. distinguish between different sounds and voices 12-18M 3. understand and follow simple requests 7. have an interest when others point out objects in her/his surroundings 8. give you several common objects when asked for by name 18-24M 1. follow simple directions in the order given 3. be able to understand longer sentences | Receptive English Language Skills <i>The ability to comprehend or understand the English language.</i> <ul style="list-style-type: none">• Participates with movement and gestures while other children and the teachers dance and sing in English.• Acknowledges or responds nonverbally to common words or phrases, such as "hello", "goodbye", "snack time", "bathroom", when accompanied by adult gestures.• Points to body parts when asked, "Where is your nose, hand, leg?"• Comprehends and responds to increasingly complex and varied English vocabulary, such as "Which stick is the longest?" "Why do you think the caterpillar is hungry?"• Follow multi-step directions in English with minimal cues or assistance. | LL Goal 4: Children will develop speaking skills for the purpose of communication LL.P.4.7 Show progress in speaking English (for non-English speaking children). | 37. Demonstrates progress in listening to and understanding English |

Alabama Birth Through Third Grade Alignment of Standards/Guidelines

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| <p>SC/ES: Children learn about themselves and their feelings</p> <p>Birth-6M</p> <p>5. coo, gurgle, and squeal when awake</p> <p>10. imitate sounds, facial expressions, and actions of others</p> <p>SD: Children learn about other people</p> <p>Birth-6M</p> <p>1. make babbling sounds</p> <p>6-12M</p> <p>5. show affection</p> <p>12-18M</p> <p>8. begin to briefly wait for responses to her/his requests</p> <p>LLD: Children learn to communicate</p> <p>Birth-6M</p> <p>1. communicate by blinking, moving a body part, stopping a movement, shifting eyes about or making a startle response</p> <p>4. hear and make different sounds</p> <p>5. make sounds other than crying</p> <p>6. communicate by crying in different ways when hungry, hurt, scared, or uncomfortable</p> <p>7. react to sounds and make sounds by cooing and blowing bubbles</p> <p>8. make sounds (coo) and move body when engaging in face-to-face exchange with parents and others</p> <p>6-12M</p> <p>1. imitate some non-speech sounds</p> <p>2. begin babble (baby talk) to communicate</p> <p>4. begin to repeat sounds or words of more than one syllable that have meaning to her/him</p> <p>5. begin to say recognizable words</p> <p>6. begin to communicate and name many things</p> <p>12-18M</p> <p>1. babble words and try using words to describe actions</p> <p>2. begin to name familiar objects and their owners</p> <p>3. begin to name and point out familiar pictures in a book</p> <p>5. show increased interest in conversational turn- taking</p> <p>9. use one word questions to ask for or name something</p> <p>18-24M</p> <p>1. begin to actually understand how to use language to communicate</p> <p>2. begin to make phrases or short sentences of two or three words</p> <p>3. be able to recognize, name, and/or pick out common objects</p> <p>4. begin to use appropriate manners in speech and/or action</p> <p>5. begin to express her/his needs using simple sentences and/or actions</p> <p>6. ask many questions</p> <p>7. speak 50 to 300 different words</p> <p>2 Years</p> <p>2. talk more and use phrases and clauses to create more adult-like sentences</p> <p>6. continue to ask many questions</p> <p>9. talk about the actions of others</p> <p>CD: Children learn to think</p> <p>12-18M</p> <p>4. point to three body parts when asked</p> <p>18-24M</p> | <p>Expressive English Language Skills</p> <p><i>The ability to speak or use English.</i></p> <ul style="list-style-type: none">• Repeats word or phrase to self, such as "bus" while group sings the "Wheels on the Bus" or "brush teeth" after lunch.• Requests items in English such as "car", "milk", "book," , and %ball."• Uses one or two English words, sometimes joined to represent a bigger idea, such as "throw ball."• Uses increasingly complex and varied English vocabulary.• Constructs sentences, such as "The apple is round." or "I see a fire truck with lights on." | <p>LL Goal 4: Children will develop speaking skills for the purpose of communication</p> <p>LL.P.4.7 Show progress in speaking English (for non-English speaking children).</p> | <p>38. Demonstrates progress in speaking English</p> |
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Alabama Birth Through Third Grade Alignment of Standards/Guidelines

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| 2. refer to self by name, and name other familiar objects 2 Years 6. point out small details in a picture | | | |
| None Identified at this time for ages birth - 2 | Engagement in English Literacy Activities Understanding and responding to books, storytelling, and songs presented in English. <ul style="list-style-type: none">• Demonstrates eagerness to participate in songs, rhymes and stories in English.• Points to pictures and says the word in English, such as "frog," "baby," or "run."• Learns part of a song or poem in English and repeats it.• Talks with peers or adults about a story read in English.• Tells a story in English with a beginning, middle, and end from a book or about a personal experience. | LL Goal 1: Children will develop listening comprehension skills LL.P.1.2 Listen attentively to stories or class discussions. LL Goal 2: Children will develop phonological awareness skills to discriminate the sounds of language LL.P.2.4 Identify words that rhyme. | 15. Demonstrates phonological awareness a. Notices and discriminates rhyme <ul style="list-style-type: none">• Joins in rhyming songs and games• Fills in the missing rhyming word; generates rhyming words spontaneously• Decides whether two words rhyme• Generates a group of rhyming words when given a word 18. Comprehends and responds to books and other texts a. Interacts during read-alouds and book conversations <ul style="list-style-type: none">• Contributes particular language from the book at the appropriate time• Asks and answers questions about the text; refers to pictures• Identifies story related problems, events, and resolutions during conversations with an adult• Reconstructs story, using procures, text and props; begins to make inferences and draw conclusions |